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ABSTRACT

For the 1989-90 school year, two Minnesota elementary schools developed a program in which 14 students with severe to profound disabilities became full-time members of regular education classrooms. The program maintained functional programming for the students with disabilities within the context of the activities and materials used by regular education students. It did so through gradual transitioning and use of a team teaching approach. The program established objectives for seven activities: identifying necessary modifications in classrooms and in methods of instruction; assessing the need for, supplying, and evaluating in-service training; providing opportunities for mainstreamed students to increase their level of independence; involving regular education peers; collecting data; evaluating the program; and disseminating project procedures and results. A concluding section of the report outlines positive outcomes evolving from the program. Appendices contain administrative charts and forms and a list of suggested classroom modifications. A 12-item bibliography and letters from teachers and parents involved with the project are also provided. (JDD)

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FY 1990 DATA EFFECTIVENESS GRANTS PROGRAM

"TOGETHER"

A look at the effectiveness of Team Teaching to meet the needs of students with severe to profound disabilities in the regular education environment.

By
Teresa Dupre and Patricia Hall
Northeast Metropolitan Intermediate School District #916
Elementary Programs of Lake Elmo Elementary
and Pike Lake Elementary School

EC 300 309

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The hope and belief is that, although "TOGETHER" is only a one-year project, these students and others will continue to be given the opportunity to benefit from the findings of this research.

For more information, contact the coauthors and coimplementers of the project, **Patty Hall** and **Teresa Dupre**, at their respective schools, **Pike Lake Elementary School (612) 779-5790**, and **Lake Elmo Elementary School (612) 779-5788**.

INTRODUCTION

On September 5, 1989 Minnesota Public schools opened their doors to students for the new school year. A grant from the Minnesota Department of Education, and the dedication of many educators opened those doors a little wider for fourteen students with severe to profound disabilities.

Pike Lake Elementary School of the Mounds View School District and Lake Elmo Elementary of the Stillwater School District each house a Northeast Metropolitan Intermediate School District #916 special education program. Approximately 24 students with severe to profound disabilities attend the 916 special education program at each school. In the past the special education students in these buildings have been socially and physically integrated, but for the most part remained "visitors" in the regular education classroom.

However, this school year eight students from Lake Elmo Elementary, and six students from Pike Lake Elementary, with severe to profound disabilities, were no longer just "visitors", but became full-time members of their regular education classrooms.

The content of this paper will provide the reader with:

(1) The rationale for researching the effectiveness of providing special education services within the regular education classroom.

(2) The operating procedures used to move from intermittent mainstreaming (visitors) to full inclusion for the special education students.

(3) The types of support provided to the regular education staff and students.

(4) The student's performance outcomes and interactions (both regular and special education students)

(5) Evaluation of results from the intervention project.

LIMITATIONS OF THE STUDY

This is a small study to probe the issues mentioned and could be the seed to a larger study over time.

The limitations include:

1. Quasi - experimental study.
2. Small samples in each group being used.
3. Selections of schools - on availability.
4. Parent choice in participation.
5. Regular students are assigned to classes not randomly chosen.
6. Potential differences in difficulty level of IEP objective to be mastered.
7. Teacher used not randomly chosen.
8. Not a rigorous statistical analysis.
9. Professional data analysis not available.
10. Access to data of students not involved in the project was not available.

RATIONAL

During the 1988 and 1989 school years, the Northeast Metropolitan Intermediate School District 916 special education program was faced with many parental requests for students to spend more time in the regular education classrooms.

Many of these requests fell in two classrooms, one at Pike Lake and one at Lake Elmo. The staff in these classrooms had been providing intermittent mainstreaming for their students for the past several years. Staff coverage and scheduling became very difficult as the time in regular education increased. In trying to honor the requests for full-time mainstreaming, the staff realized that a new and different approach to facilitate a successful experience for all those involved and affected by full inclusion was needed.

Although there were a few school districts providing full-time mainstream programs, most were using a consultative model. In this model, program assistants provide a substantial portion of the instruction, and there does not appear to be sufficient ongoing programmatic decision making and problem solving by a special education teacher.

Our questions became: How could we arrange collaborative opportunities so that special and regular educators could both participate in program design? How could we provide opportunities to plan, problem solve, communicate and become an active member of the school staff? We believed that the special educator needed to be available in the regular education classroom on a daily basis to provide direct instruction and monitoring of program assistants, and to develop ongoing communication and planning between the regular and special education teachers.

It was our thought that teachers could work together as a team to provide a successful and positive learning experience for <u>all</u> students involved. Meeting the needs of students through the use of a team teaching model became the major emphasis of this project. It was our hope that planning together as a team would better provide the opportunity for the special education students to be included as members of the regular education classrooms, benefiting from the natural learning environments throughout the day; and transitioning to alternate environments would occur only when the IEP could be better implemented to meet the students needs.

The funding from the grant would allow us the availability to provide the necessary support needed to implement the students IEP within the regular education classroom.

LITERATURE REVIEW

Self-contained classrooms, even when located within regular schools, and even when they provide minimal mainstreaming opportunities, offer an education experience which is essentially isolated from regular education (Brost, M. and T. Johnson, 1986).

Because there are a small number of programs reporting on the use of full-time regular education learning environments for all students, especially those students with severe to profound disabilities, (Thousand, Fox, Reid, Godek and Williams, 1986; Brost and Johnson, 1986; Giangreco and Meyer in Graden et. al., 1988) there is minimal current research on how to provide IEP implementation activities and strategies, and the support needed to do so solely within the regular education classroom. Regular and special educators have started to ask how to best provide support to the students with severe to profound disabilities in regular classes and how to arrange collaboration opportunities such that special and regular educators can both participate in program design (York, Vandercook, Caughey and Heise-Neff, 1988). This type of collaboration and support is essential for the student with severe to profound disabilities to become a contributing member of the regular education classroom, and to have their IEP objectives met. If the special educator continues to remain on the outside of regular education "looking in" they will miss the opportunities to plan, problem solve, communicate and truly become a member of the regular education staff (Brost, M, and T. Johnson, 1986). This is especially true of the consulting teacher model, which is the way many full-time mainstream programs currently exist (Giangreco and Meyers in Garden et. al., 1988). In this model, program assistants provide a substantial portion of the instruction, and there does not appear to be sufficient ongoing programmatic decision making and problem solving by a special educator. The special educator needs to be available on a daily basis and a member of the planning team. By regular and special education joining forces, the resources and talents currently involved in the duplication of services could be used to help make education more individualized and flexible to meet the unique needs of all students (Stainbeck and Stainbeck, 1985).

In order for the students with severe to profound disabilities to fully participate, regular education programs need adjustments and modifications made in environment and methods of instruction (Stainbeck and Stainbeck in Garden, Zins, and Curtis, 1988). As educators it is our responsibility to design and implement modifications that will allow students with severe to profound disabilities to participate in a wide range of activities to what ever extent possible (Brown, Brasten, McClean, Baurrgart, Vincent, Falvey and Shroeder, 1986). If a child is unable to participate completely with their regular education peers, they should not be excluded from the integrated environment (Albright, Brown, Van Derenter and Jorgensen, 1987). Exclusion from the integrated environment is not limited to removal from the classroom, but can happen within the regular education classroom as well. Not all students who are mainstreamed full-time are fully integrated into all activities with typical students but rather engage in separate activities in other portions of the classroom, building or community. It is important that

educators develop modifications to make use of the principle of partial participation and to develop instructional strategies that will work in integrated environments (Brost and Johnson, 1986). It is also important for us to provide opportunities for students with severe to profound disabilities to respond to cues from their regular education peers and the regular education environment. Special educators have inadvertently developed students who will perform well if a specific teacher provides particular cues but who fail to perform in other settings, with other cues or other persons (Brown, Nietupski, and Humre Nietupski).

Research Purpose and Questions

The purpose of this project is: the regular education classroom environment can be an appropriate educational setting for students with severe to profound disabilities if appropriately trained professionals (regular and special) and paraprofessionals are collaborating on modifications in classroom environment, cueing and instructional methodology.

The initial research questions were revised due to numerous unforeseen variables. It became quite evident that it would be very difficult to compare one student's IEP against another. It also became necessary to delete the control groups. Data on the students not participating in the grant was not available. Funding for analysis of this data was not available.

The questions to be answered are:

1. Will students with severe to profound disabilities achieve growth or mastery on all objectives in their IEP?

2. Will students with severe to profound disabilities achieve a greater level of independence in the team teaching model?

3. Will the necessary modifications needed in a regular education environment allow students with severe to profound disabilities to obtain increased levels of full participation?

4. Will the necessary modifications needed in a regular education environment allow for students with severe to profound disabilities to obtain increased levels of partial participation?

5. Will the necessary modifications needed in regular education instructional methodology allow for students with severe to profound disabilities to obtain increased levels of full participation?

6. Will the necessary modifications needed in regular education instructional methodology allow for students with severe to profound disabilities to obtain increased levels of partial participation?

7. Will there be an increase in the number of interactions between the regular education teachers and the students with severe to profound disabilities in the team model?

OVERALL DESCRIPTION OF PROGRAM DESIGN

Northeast Metropolitan Intermediate School District #916 proposed an intervention project for the education of students with severe to profound disabilities with primary placement in regular elementary education classrooms. The project focused on children with severe to profound disabilities who were being educated in self-contained special education classrooms with varying degrees of mainstreaming opportunities.

It was the purpose of this study to determine and implement activities, strategies and programming within the regular education environments for the special education students. In addition, this study maintained functional programming for the students with disabilities within the context of the activities and materials used by regular education students. It did so through a team teaching approach that emphasizes shared responsibility, expertise and direct ongoing communication.

The intervention project provided support to the regular education staff in two of the school sites where Intermediate School District #916 provides special education services. At Lake Elmo Elementary School eight students, and six students at Pike Lake Elementary School were integrated into regular education classes on a full-time basis. Minimal pullout was used at various times when the child's needs could best be implemented in an alternate environment. Prior to pullout, gradual transitioning was used.

Gradual transitioning was defined as 1) starting with the same materials and activities that the other students were using, 2)adapting when necessary, 3) moving to another space, within the classroom, to provide a separate activity if needed, and 4) finally moving to an alternate environment. The special education classroom space became a resource room used by all students for various activities, such as music, movement, cooking projects, sensory and fine motor activities. Community mobility trips with small groups of children were also an integral part of the program. Community objectives were met for IEP's as well as objectives for the regular education peers.

Classrooms for the students were chosen by approaching teachers that had previously been involved with and had been supportive of intermittent mainstreaming. Four teachers at Lake Elmo and three teachers at Pike Lake agreed to include the special education students into their classes full-time. Two children with severe to profound disabilities were placed in each classroom (It should be noted that there were also other children with special needs in some of these classrooms: L.D., Language impaired, Chapter I, and Emotionally Behaviorally Disturbed). A program assistant was assigned full-time to each of the classrooms, providing a 2:1 ratio for the severely handicapped students. The special education teacher spent time in each of the classrooms on a daily basis.

Staff Roles and Responsibilities

The special education teacher, regular education teacher, and program assistant worked together with related service staff and family to design and plan the student's program.

Special Education Staff Responsibilities

1. Assessing student
2. IEP implementation - guidance or direct implementation
3. Monitoring of progress/data collection
4. Supervision and training of program assistant
5. Joint planning with regular education teacher
6. Team teaching involvement in regular education classroom
7. Classroom management
8. Ongoing communication with other staff
9. Ongoing in-service for regular education staff, students and community
10. Consultative services for other school districts.

Regular Education Staff Responsibilities

1. Awareness of IEP implementation
2. Supervision of program assistant
3. Joint planning with special education
4. Grading and data collection of regular education students
5. Implementation of curriculum of regular classroom for all students
6. Classroom management
7. Ongoing communication with other staff
8. Assessment of student progress in learning
9. Teaching

Program Assistant Staff Responsibilities

1. Data collection
2. Adaptation of activities
3. Gradual transitioning of student within regular education
4. Ongoing communication with other staff
5. Monitoring of IEP implementation
6. Conferring with regular and special education teachers
7. Provide modeling for appropriate interactions among students

Sampling Procedure

The sample population (team teaching model) for the intervention project was a group of 14 students with severe to profound disabilities being served by the Intermediate School District #916 elementary unit. Students from Stillwater, North St. Paul, White Bear Lake, Roseville, and Mounds View were included in this group. These students were in age-appropriate elementary schools neighboring or within their home school district. The had been in self-contained special education classrooms with varying degrees of mainstreaming.

The two sites were Lake Elmo Elementary and Pike Lake Elementary Schools.

Lake Elmo

The children in the Team Teaching Model at Lake Elmo consisted of 8 students with severe to profound disabilities. There were 3 males ages 6-8 and 5 females ages 6-10. Two students were placed in 1st, 2nd, 3rd, and 4th grade. The cognitive functional level of these students range from approximately 12 months to 4.5 years.

Pike Lake

The children in the Team Teaching Model at Pike Lake consisted of 6 students with severe to profound disabilities. There were 2 males ages 9-10 and 4 females ages 9-11. Four students were placed in two 3rd grade classrooms, and two students were placed in a 5th grade classroom. The cognitive functional level of these students range from approximately 12 months to 4 years.

A trained program assistant provided by Intermediate School District #916 was assigned full-time to each of the regular education classrooms involved with the sample population mentioned above.

At each site for the sample population, a special education teacher was responsible for the programming and IEP implementation for the students with

severe to profound disabilities. The special education teacher was also involved in the planning of activities with the regular education classroom through a team teaching approach.

MEASUREMENT INSTRUMENTS AND DATA COLLECTION PROCEDURES

ACTIVITIES AND OBJECTIVES

Specific activities with objectives were developed related to the research questions.

The special education students were included in their regular education classrooms the first day of school. The first month of school was used as assessment time to analyze and develop recommendations. Modifications were not implemented until October of 1989.

ACTIVITY I Identify necessary modifications that need to be made in regular education environments and method of instruction in order to obtain increased levels of participations.

Objective 1:1 - Identify the modifications that need to be made in the regular education environment and develop recommendations for change.

Results:

Modifications for the regular education environment that were identified:

* seating arrangements
* use of tables
* open floor space
* setting up learning environments (i.e., game shelves, listening stations, small work stations, science table, etc.)
* wheelchair accessibility
* storage areas for adaptive equipment and learning materials
* use of space within the school building
* use of community resources
* use of the special education classroom as a resource room for all students involved in the project
* adaptations of regular education desks and chairs

Objective 1:2 - Restructure the regular education environment and measure the increase of time spent on activities involving full or partial participation.

Results:

The list of suggested modifications was reviewed by the regular and special education teachers. Plans for restructuring were mutually agreed upon and implemented during the month of October and throughout the remainder of the school year. The adaptations for the environments were the responsibility of the special education teacher, but the physical planning of the classroom environment was done cooperatively.

Nonessential items were removed from the classroom to allow for more space. In classrooms where desks had been arranged in rows, clusters were used to allow for more student to student interactions and allowance for wheelchair space. Adaptations were made to desks for individual needs, such as a tumble form chair, or addition of a safety strap. Some classrooms used tables, and the special education students sat with their peers at the tables. The special education students were not always seated together.

In October through January the special education students were seated near one another for purposes of intervention and instruction. During the remaining months of school, this was not always necessary as the students became more independent and their peers provided more direction for them. Seating arrangements were also designed to meet individual needs. Some students needed to be seated facing away from the door, and/or not near the door to minimize the chance of distractions.

In classrooms where the students were seated in desks, the use of small group instruction at tables was used whenever possible. The use of tables promoted peer interaction, the opportunity for the students to model one another and share materials, and increased opportunities for teacher to student interactions.

Small environments within the classrooms were created, such as a reading corner with bean bag chairs and pillows, listening center, shelves for educational games and toys with a variety of materials displayed to meet the needs of all students, manipulative areas for science and math activities, and an art area. Some of these areas existed prior to inclusion of the special education students; however, restructuring of them was necessary to include materials and adaptations to meet the individual needs of the special education students. The smaller environments were also used for individual instruction time, and/or a space for the children that needed some time alone (i.e., resting, looking at a book, independent play, etc.).

Expansion of the regular education environment was used to implement various IEP objectives. The special education classroom was used as a resource room, rather than as an area for "pullout". Enhancement activities for the students were implemented in the resource room when there was a need to expand the regular education environment. If there were times when it was more appropriate to provide instruction to the special education students outside of the regular education classroom, their peers would be included when possible. Cooperatively planned lessons by the regular and special education teachers, such as cooking, music, fine motor, creative play, art, and movement were designed to meet the IEP objectives as well as enhancing the curricular needs of the regular education peers.

Further expansion of the regular education environment included use of the surrounding community. Through planning together by regular education teachers and special education teachers, time in the school day was found to facilitate community access. Many planned classroom activities required supplies from nearby stores. Regular education

teachers and parents of all children found it very appropriate that children could do the shopping together.

Opportunities were provided for the students to actively participate outside the building in activities, such as, picking up litter at a nearby part, sliding, skating, and walks in the neighborhood. Bumper bowling became a twice a month activity for small groups at Pike Lake School. These activities allowed children to know each other outside of an academic setting. It allowed children to see each other as capable individuals.

Use was made of nearby restaurants and fast food establishments. In small groups (4 or 5 children) students learned to independently order, pay for food, and socially participate in a luncheon atmosphere.

Many of the community activities were able to take place during the lunch/recess period of the day. These activities became enhancement additions to the curriculum without pulling children away from other educational areas (Explanation of community activities to parents and permission forms are included in the appendix as charts 6-8).

Storage space for adaptive learning materials and equipment became a very apparent need. Use of shelving, or cabinets, from the special education settings, were moved to the regular education setting to allow for storage space.

When the above mentioned modifications were implemented the amount of time spent in partial or full participation increased for the special education students . Data was collected quarterly, and compared to the data collected prior to restructuring the environments (See Appendix A,chart 1 for data collection instrument).

Objective 1:3 - Identify the modifications that need to be made in regular educations method of instruction and develop recommendations for alternate methods.

Results:

Recommendations for methods of instruction:

* use of small group instruction
* use of individual instruction to all students
* use of manipulatives/"hands on activities"
* open ended activities
* process vs. product activities
* collaborative groups

* offering choices with in instruction
* increased use of specific positive reinforcement
* allowing for individual learning styles and pace
* use of participation in large group instruction
* use of "wait time" or latency
* increased use of peer modeling
* allowing for movement within the classroom
* use of learning stations
* allowing students to have a "choice time"
* use of toys or games for learning

Objective 1:4 - Implement a variety of alternate methods of instruction and measure the increase of time spent on activities involving full or partial participation.

Results:

The increased use of small group instruction was beneficial to all students. Due to the amount of support available to the classroom, it was possible to have three or more adults at a time in the classroom. Rather than viewing this as a burden, the resources were utilized. This promoted more individual instruction time to the entire classroom. Small group instruction was used for many curricular areas. It was used at Lake Elmo extensively to implement learning stations. Learning stations were used for math, reading, art, writing, music, and other activities.

Discussion was generated with the classroom teachers in regards to the use of "hands on" materials and/or manipulatives. They were very interested in increasing the use of hands on learning. Experiential learning was widely used in many classes, and was very beneficial to all learners, but especially for the special education students. The use of manipulatives for all students allowed the students to be working on separate goals but with the same materials (ex. 3rd grade had a specific Lego project while the special education student worked on fine motor goals).

The realization that the students would often be working on separate goals but with similar materials was a milestone to the success of full inclusion. Looking at the process of activities rather than always looking at the product became the emphasis. Open ended activities were

used, goals and objectives for the special education students were explained in detail to the classroom teachers, and many adaptations for the special education students were made by the special education staff.

The classroom teachers were very dedicated to understanding the needs of the special education students, and modified some of their instructional methodologies to meet those needs. Collaborative groups, increased use of "wait time", allowing age appropriate games and toys to be used in the classroom by all students, peer modeling, the availability of choices, and some freedom for movement within the classroom allowed the special education students the opportunities to benefit from the regular education environment. The classroom teachers modeled positive behaviors toward the special education students in their classrooms and school building, and included them in large group instruction when ever possible.

Although it was not always possible for the special education students to be fully integrated into all activities, we did find that through modifications in environments and instructional methologies, adaptations, and some imagination, the students significantly increased the amount of time they spent in full or partial participation. Data was collected quarterly and compared to the data collected prior to implementation of the mentioned recommendations.

Some specific modifications for the classroom are included in the appendix A as chart 5.

ACTIVITY #2: In-service training for staff in regular education settings.

Objective 2:1 - Assess the in-service training needs of all school personnel in the regular education setting that will be involved with the students identified for full inclusion.

Results:

A formal needs assessment or survey was not used. Rather, personnel within the school building that would be impacted directly by full inclusion were contacted personally. The rational for the project was explained. Offers for further information as needed and an "open door" policy regarding questions or concerns was offered.

Objective 2:2 - Conduct in-service training sessions that meet the identified needs of personnel in the regular educational setting.

Results:

Staff were approached personally or through written communication prior to the start of the first day of school. The full inclusion program was explained and goals and objectives were outlined. During the first week of the school year each full inclusion classroom met with the special education teacher in a discussion group. The students were given background information about the severely handicapped students and given the opportunity to ask specific questions.

Because programs for severely handicapped children had been in place at Pike Lake and Lake Elmo schools for two to three years, a great deal of in-servicing of the staff and community had previously been done. Specific training and information was given throughout the year as needed. For example: it became apparent that in most cases the severely handicapped students were able to exit the school buses either independently or with peer assistance rather than staff assistance. All bus drivers were informed of new student goals and procedures to be followed.

As student independence throughout the building increased, in-service of all building staff was provided to further the understanding of student individual goals and objectives. For example: handicapped students purchasing lunch tickets independently meant that clerical staff involved with selling lunch tickets needed to be in-serviced. This included teaching basic sign language, sharing communication techniques and sharing the student's individual goals and the expectations desired.

During the first month of school one classroom teacher and her full-time program assistant attended a seminar on full inclusion. They then shared their information and ideas with all other staff involved in the grant. A few key pieces of information were shared that provided motivational support and philosophical support needed by all staff during a radical program change.

The critical in-servicing that was provided occurred on a daily basis to the classroom teachers. Although minimal formal in-service was provided, planning time and use of "teachable moments" were used to communicate the needs, goals, objectives, interventions, and interactions that made inclusion successful.

Objective 2:3 - Evaluate the impact of in-service and provide additional in-service.

Results:

Ongoing communication and informal networking were used to evaluate the impact of in-service. It often became as simple as approaching an involved staff member and asking, "How's it going?", 'Do you have any questions?", or "Do you need any more information or help?"

Resources were made available for teachers to attend workshops and presentations on related special education issues. Regular education teachers were also utilized to do informal and formal in-servicing

of other professionals within their district. The special education staff was sensitive to, and anticipated problems and areas of concern. Oftenincidences that could have escalated were handled and channeled into positive outcomes.

ACTIVITY #3

Provide opportunities for students with severe to profound disabilities to increase their level of independence.

Children with severe to profound disabilities have traditionally relied on cues given by the adults in the special education self-contained environment. Although some mainstreaming had occurred for these students the majority of their cues were delivered by the special education staff therefore, hindering growth of independent skills. The students with severe to profound disabilities continued to rely upon this staff and had not learned that other people within the environment give cues to which they should attend.

The goal of this activity was to increase and promote and ability of the students with severe to profound disabilities to rely upon the cues given by regular education staff to all students and/or to follow the natural cues given by the regular education peers (i.e., following regular education peers to line up; standing at appropriate times, such as, the pledge or lunch count; transitioning to activities, etc.).

Baseline data was taken and this information was reviewed by the regular education teacher, special education teacher and program assistants. Each student then had 3-4 target areas at a time defined as determined by the baseline date. Probe data was then taken and collected one time per week to monitor progress.

When the child responded to the natural cues in the target areas, the baseline and review process took place and new target areas were determined.

Objective 3:1 - Allow students with severe to profound disabilities the opportunity to respond to the natural cues available to them, provided by the regular education staff and peers.

Results:

Included below is a list of many of the areas that were targeted for opportunities to increase independence:

* buses on & off
* hanging coats
* lunch counts
* attendance

* walking in halls
* purchasing lunch tickets
* being responsible for playground equipment
* sitting at lunch among peers
* independent bathrooming
* going to various locations in building independently
* coming in from recess independently
* use of peers to provide care & instruction (feeding snack, putting on braces, pushing wheelchairs)
* sitting with classes at assembly without adult
* standing with class for pledge
* waiting in line
* walking in line
* independently approaching peers for help
* offering assistance to peers
* participate in sharing time
* present information to class members (i.e., sharing a report)
* having a job within the classroom as other peers do

Objective 3:2 - Measure the cue level needed for students with severe to profound disabilities to respond.

Results:

As the target areas were defined a charting procedure was used to measure the cue level needed to accomplish the targeted skill or goal (see Independence Chart #2 in appendix A).
"Mastery" of the target area was very individual as some students could only progress to peer intervention due to their physical disabilities; however, progress was made by all students. One hundred percent (100%) of the target areas moved from special education adult intervention to peer intervention or beyond to following natural cues or total independence.

Objective 3:3 - Chart the data showing students level of response in relationship to their type of cue provided.

Results:

The students independence was charted one or two times per month; October through May.

ACTIVITY #4 Involvement of Regular Education Peers

The placement of children with severe to profound disabilities in regular education classrooms does not automatically guarantee effective and positive peer interactions. Information and training of the skills necessary to effectively interact with special education handicapped students was provided. Ongoing support was also provided to the regular education peers.

Objective 4:1 - Identify regular education peers who are interested in actively participating with the special education students.

Results:

At the beginning of the school year each full inclusion classroom met with the special education teacher. The students were given background information about the severely handicapped students and given the opportunity to ask specific questions.

During the first few weeks of school we allowed all children time to become familiar with their new classmates. Children were not mandated nor requested to interact or be involved with the handicapped student. Some students were comfortable and accepting immediately, and for some it took more time. However, by the end of September the handicapped students were accepted as another member of the class.
Initially children were identified for involvement through staff requests for volunteers for activities, such as pushing a wheelchair to lunch, reading to a student, walking in the hallway, etc. It quickly became evident that a sign up system for peers was necessary. In some cases the peers set up the system. By the end of the school year, one hundred percent (100%) of the children in the project classrooms had been actively involved in participation with severely handicapped peers.

Objective 4:2 - Provide information and skills needed to effectively interact with students who have severe to profound disabilities.

Results:

The following list contains some of the skills and information that was shared with the regular education peers on an ongoing basis:

*. Teaching of sign language
*. Providing information for basic understanding of the special education students functioning level
*. Children were taught to use adaptive equipment

* Children were shown how to "read" non-verbal cues such as eye pointing
* Provided information to students to allow for "latency"

* Children were taught how to physically assist students (i.e., in art projects, feeding, etc.)
* Providing background information on the disability
* Providing skills to ask for clarification from handicapped peers
* Understanding of what is acceptable and unacceptable behavior
* Explaining the importance of independence and problem solving
* Providing information on individual goals

Objective 4:3 - Provide ongoing support and information to regular education peers to promote positive interactions.

Results:

The following are examples, strategies, and information shared with the regular education peers:

* asking students to stand up rather than pulling on their arm.
* talking directly to child instead of "through" an adult.
* solving minor conflicts among selves rather than asking for adult intervention.
* providing guidance through hand on shoulder rather than pulling on arm or holding their hand.
* teaching children to give appropriate cues to allow for independence.
* teaching kids to not smother or mother the handicapped child.
* talking in a normal tune of voice to the handicapped child.

Ongoing and daily tactics and information were given to students as routine tasks and new tasks were performed. Children were continually reminded that the handicapped student's goal was independence and help was only given when needed.

ACTIVITY #5

Develop and implementation of data collection.

Objective 5:1 - Develop appropriate techniques for evaluating:
(a) changes in environment
(b) implementation of various instructional methods
(c) level of student participation
(d) peer interactions

Results:

Changes in environments and instructional methodologies were implemented in October of 1989. Objectives 1:1, 1:2, 1:3, and 1:4 describe in detail the identified needs and how they were implemented. The levels of participation were collected on each child during all aspects of the school day. Due to the individual needs of each child, it was not within our means to determine an exact cause and effect relationship

between the implementation of the modifications and the increase in levels of participation; however, there were significant increases in levels of participation and they are detailed in the results of activity #6.

Peer interactions were charted on a quarterly basis. Exact results are also included in activity #6.

Objective 5:2 - Implement the developed evaluation techniques and monitoring procedures.

Results:

Data was collected on each child on an ongoing basis. Some data was collected weekly, others on a quarterly basis.

ACTIVITY #6 Evaluation of results from the intervention project.

Results:

Results of the intervention project are listed to answer each of the research questions.

Question #1 - Will students with severe to profound disabilities achieve growth or mastery in their IEP?

Students	#No. of objectives mastered/	Time period
1	14 mastered/21 objectives	5 months
2	10 mastered/10 objectives	5 months
3	14 mastered/21 objectives	5 months
4	15 mastered/17 objectives	5 months
5	12 mastered/15 objectives	5 months
6	Data not available due to significant absences	
7	13 mastered/10 objectives	5 months
8	14 mastered/15 objectives	8 months
9	9 mastered/13 objectives	8 months
10	8 mastered/11 objectives	8 months
11	8 mastered/12 objectives	8 months
12	6 mastered/10 objectives	5 months
13	7 mastered/14 objectives	8 months
14	8 mastered/17 objectives	8 months

Questions #2 - Will students with severe to profound disabilities achieve a greater level of independence in the team teaching model?

The increased level of independence has been addressed in activity #4. We also believe that students level of independence greatly increased due to the opportunities made available to them. The adults working with the students allowed them to try things for themselves, first, or with peer assistance whenever possible. This promoted more peer interaction, and helped to create more self-sufficient, problem-solving students. The children also became much more skilled at watching and following their peers and responding to the natural cues provided within the regular education environment.

Question #3,4,5, and 6 all deal with modifications in environments or instructional methodologies, and the effect of them on levels of participation. Quantitative data to evaluate the changes in environment, and instructional methodologies in relationship to the level of student participation is not available due to lack of funding for data analysis. However, included are the number of hours per week that students spent in full or partial participation with their peers. Hours were compared from September prior to any intervention and again in May of 1990.

Number of hours spent in full or partial participation per 30 hour week

Student	September, 1989	May, 1990
1.	15.5/30	25.5/30
2.	15.5/30	19/30
3.	21.5/30	29/30
4.	8/30	16/30
5.	15/30	21.5/30
6.	----	14.5/30
7.	10/30	19/30
8.	15.5/30	25.5/30
9.	15.0/32.5	25/32.5
10.	15.0/32.5	25/32.5
11.	16.5/27.5	27.5/32.5
12.*	----	22.5/32.5
13.	15.0/32.5	25/32.5
14.	15.0/32.5	22.5/32.5

12* Student began in January after modifications were in place.

Question #7 - Will there be an increase in the number of interactions between the regular education teachers and the students with severe to profound disabilities in the team teaching model?

The regular education classroom teacher's interaction steadily increased throughout the school year. From March through the end of the school year the teacher interacted with the handicapped students on the average the same as other students in the classroom. In September of 1989 the interactions were zero or minimal at best.

All classroom teachers accepted the special education students as full members of their classroom.

ACTIVITY #7 Dissemination of project procedures and results.

Objective 7:1 - Communicate procedures and results to component districts and other interested parties.

a. written summary of data
b. presentation to administrative team
c. presentations to other professionals
d. final report to Minnesota Department of Education

Results:

Many school districts around the state of Minnesota were very interested in the full inclusion programs at Lake Elmo and Pike Lake. Tours and presentations were made to many of them, as well as at the MEEP conference and OBI summer clinical workshops. Included in the appendix are letters of response from some of these schools. See charts 9-14 in appendix B. The grant project was also published in the May publication of TASH in the "Cutting Edge" section.

CONCLUSION

Incidental Outcomes

Many positive outcomes evolved due to the experience of being in regular education on a full-time basis. Listed below are some of the highlights from both Lake Elmo and Pike Lake Elementary Schools.

* Self-esteem and risk taking increased
* Peer acceptance increased and friendships developed
  - phone calls to the students from their peers at home
  - invitations to birthday parties
  - invitations for after school play
  - regular education students always willing to "help"
* One student sang in the school talent show and another danced with his peers.
* One student received an award for the M.S. read-a-thon

* Participation in school functions

  - field day
  - choir concerts
  - global education days
  - Earth week activities
  - graduation ceremonies
  - Science fair presenters
  - Actors in class plays
  - art displays in "Art Crawl"

* Presenters of modified research projects

  - dinosaur reports
  - astronomy reports
  - animal research papers
  - book reports
  - author of biography reports

* Classroom teachers initiating the involvement of special education students in their presentation of lessons, and always including them in group discussions.

* Acceptance of special education students by all school personnel

* Support of the program by the parents of regular education students

* Over 120 student volunteers for our summer school program.

* Interactions with peers maintained over the school year. It was a concern that the "novelty" of interacting with special education students would wear off. This was not the case, the interactions increased and true friendships developed.

SUMMATION

In the era of transforming education, delivery of special education services needs to be addressed. Special education must become a service, not a place. Segregated environments for students are no longer considered the most appropriate placement nor the only alternative placement for students with severe to profound disabilities. The results of this year of full inclusion have shown that children with severe disabilities can be and should be included in regular education classrooms.

Professionals working together as team members, developing a shared responsibility for the educational needs of all learners can provide a successful and positive learning experience for all students involved. There is much to be said for sharing regular education and special education expertise.

Through implementation of this grant in the past year regular education teachers, special education teachers, para professionals, parents of handicapped and non-handicapped students, and all of the children have become supportive of, and believe in full inclusion. The following letters speak for themselves in terms of the affect this project had on all those involved.

Dear Reader,

In describing my experience this past year as a regular education teacher where two handicapped students were mainstreamed full-time into my classroom, I use the words insightful, rewarding, and enriching.

As a new teacher, the opportunity to work with creative and exciting educators from the special education program not only led me to view my own teaching style in a new light but also enabled all students to enjoy more hands on, individualized experiences. I also found I was able to implement programs and teaching strategies that without the help and time given by the special education staff might have otherwise been put on the back burner.

Throughout the school year I observed many different attitudes toward mainstreaming. These attitudes ranged from uninformed to excited and came from people in both the regular education and special education community. As the year progressed, I found many parents and staff members becoming more interested and excited about what was taking place in the classroom setting. By the end of the year I had regular education parents telling me what an invaluable experience the implementation of mainstreaming was for their child. In the words of one parent, "My child will remember and take with him for the rest of his life a beautiful lesson about people".

I feel my experience this year has been one that has enriched me as a person and as a professional. I feel confident that this experience was a positive one for all involved. I am thankful for the opportunities given to me this year and would welcome the chance to work with the special education staff and students again!.

Margaret Syfko
1st Grade Teacher
Lake Elmo Elementary

Dear Reader,

As a second grade teacher, I experienced the full inclusion of two handicapped students this past school year of 1989-90 in my classroom.

The benefits received by my 2nd graders and the full inclusion students were numerous and rewarding to say the least.

My students learned to be accepting of children with capabilities different than themselves. They became friends and helpmates to the handicapped students including them routinely in our daily activities.

The full inclusion children learned the routine of our day through the modeling of the 2nd graders. They became capable of attending to a task for longer periods of time as the year progressed. Socially, the handicapped students learned to interact appropriately in various in-classroom and out-of-classroom settings. High expectations of behavior for all students was an important aspect of our program.

Adapting the 2nd grade curriculum and using parallel learning activities for full inclusion students became easier as the year progressed. The planning time made available for Teresa and me proved invaluable in providing us time to share ideas, work through problems, and create new learning centers to benefit all students.

Because of the full inclusion program, all of the children had the opportunity to experience working with several adults throughout the day. I felt this was an important aspect of the program, as the children learned how to relate to different personalities all of which had varying talents and creative abilities to share. I was very fortunate to have an excellent program assistant. We were able to learn from each other and shared some time between the handicapped children and my 2nd graders.

My 2nd grade children were strong advocates for their handicapped classmates. Through their experiences, which they shared at home, with friends, and other students and staff at Lake Elmo, many people became more aware of and more accepting of handicapped people and their special capabilities.

Sincerely,

Jane Briggs

During the school year 1989-90 I was involved in mainstreaming two 916 children in my regular education third grade classroom. I found this experience very educational for both the regular education children and the 916 children.

My classroom was involved in so many enlightening experiences that will be remembered by all of us for many years. Through these experiences the children learned kindness, cooperation, caring, thoughtfulness, and respect for all people.

Through the planning of myself, Patti Hall as lead 961 teacher, and an assistant from 916 we were able to give all the children a very fullfilling educational experience.

Penny Prior

Dear Reader:

I am so impressed with the 916 Summer School Program being held at Lake Elmo Elementary School this summer.

My children, who are non-handicapped, enjoy the handicapped children so much. In fact, during this year's talent show at our school, my second grader danced to "Foot Loose" with a handicapped boy her age. What an opportunity for both!

My fifth grader equally enjoys spending time with them. She may be a future special education teacher. How fortunate we are to have them in our school. My children will grow up to learn understanding, gentleness and kindness toward them instead of misunderstanding, lack of knowledge and ridicule on their part which leads to cruel remarks and actions.

Years ago I worked at Hammer School for the Handicapped in Wayzata. During that time, I also took a course at the University of Minnesota. In one of my papers written for "Introduction to Mental Retardation", I stated that "the hardest handicap a mentally handicapped person has to deal with is not their handicap in itself, but the handicap that our society labels them with".

Again, thank you for the 916 Summer School 1990 Program.

Gratefully,

Katie Buelow

June 26th, 1990

Dear Reader:

My daughter, Katy, was in the first grade this past year at Lake Elmo Elementary School. She sat at her own desk, worked at learning stations, during math, ate lunch in the (loud) cafeteria, walked the hallways and played outside during recess.

While these activities sound unremarkable and very typical for a first grader, it has been most remarkable for Katy and for us. Katy is autistic. She has extremely limited verbal skills, does not usually initiate interactions with other children and responds quite differently to the world around her.

A year ago the Minnesota Department of Education awarded 916 a grant to integrate several students with severe disabilities into regular education classes. It has been a year of growth for Katy, and has opened doors for her future that could have been most difficult to unlock without this success.

A year ago I would have written that Katy needs constant and direct supervision because she is not aware of dangers or limits in any environment. However, because of the expertise, dedication, and problem-solving approach taken by the team of professionals from 916, Stillwater, and her parents, Katy is capable of more independent functioning this year. She will stop and wait for her family at the corner, before crossing a busy street. She will play in her yard, unrestricted, for a much longer time. These are small steps at understanding limits and boundaries, but ironically, it leads to much greater freedom for Katy: the ability to be more independent.

It would be easy for me to continue with the successes and joys of integration for Katy. However, integration done correctly is not simple. It takes leadership, clear communications between numerous people, the ability to solve problems, flexibility, and most of all, it takes a team dedicated to the common goal of meeting the individual needs of children. We have been most fortunate to have professionals, regular and special educators, speech and occupational therapists, who were willing to change, and worked diligently to provide supports in a new way. For Katy, being with other children who are constantly interacting, communicating and instructing each other, is an experience which cannot be replicated. If there is magic in this integration formula, the children are it. Not only are these peers good 'role models', they are interested in Katy. Before school was over for the year, a few of the boys in Katy's class could get her to repeat their names!

BEST COPY AVAILABLE

This grant has shown how schools can be inclusive and benefit all students as well as professionals. Individual children, with or without disabilities, were accepted and valued as people, who could learn, play and grow together in schools led by professionals and supported by parents. I applaud the professionals at all levels who made this project a reality.

Thank you for your time.

Sincerely,

Jeanette Behr

Jeanette Behr

June 26, 1990

Theresa Dupre
Special Education
Lake Elmo Elementary School

Re: Amanda Thompson

Amanda Thompson, our 9 year old handicapped granddaughter, is a student in the 916 Special Education Program at Lake Elmo Elementary School.

We see "Mandi" on an almost daily basis, as we only live a block apart.

Since "Mandi" has been mainstreamed for most of her school day with other second grade students we have observed a much different little girl than before. Even though her motor skills leave much to be desired, and her speech is mostly unintelligible, improvements in other areas of her development are very noticeable, such as:

1. She attempts (in her way) to respond to questions, as to what she did in school that particular day, such as did they sing in class that day, did the teacher read a story to them, did she go to the cafeteria and eat all of her lunch, etc.

2. Her attention span has increased considerably. This is especially noticeable when stories are read to her, in talking to her, and in helping her do simple things, such as coloring pictures, etc.

3. Her interest in playing with toys, such as dolls, doll stroller, puzzles, other toys, and attempting to play cards has greatly increased.

4. Even her hand dexterity has increased somewhat, in being able to do simple thanks such as setting blocks on top of one another, without their falling, putting coins into a bank, etc.

5. She shows increased interest in being with other children and playing with them, such as her brother, and cousins. She is interested in what they are doing, such as playing games on Grandpa's computer, even though she can't play.

Both her grandmother and I feel that much of her progress, can be attributed to having been mainstreamed with other normal children in second grade. We are sure that the other children in the regular class also learn from a handicapped child, as well as the handicapped child learning from them.

Amanda is a very strong willed, determined, and yes, somewhat stubborn little girl, when it comes to trying to do something by herself, rather than accept help.Mainstreaming handicapped children into a regular classroom setting we

believe, is one of the more positive changes that we have seen in our educational system over the years. However, we also believe that every handicapped child has special education needs, designed individually for that child, that are not afforded in the "regular" class.

All handicapped children have different levels of learning ability. We must insure that our handicapped children have the opportunity to learn to their greatest potential.

If we can be of help in any way, please do not hesitate to contact us.

Mr. & Mrs. Duane C. Spoors
330 5th Street South
Bayport, MN 55003
Telephone 439-4597

June 26, 1990

MN Department of Education

This past school year my son Jason has been receiving special education services in a regular education classroom with support. He is nine years old with a mental age of five years, 3 months and has an IQ of 56.

I have seen Jason's self-confidence, independence, and desire to try new things grow in one year's time. This is remarkable because in the past it has taken considerably longer for him to make these kinds of gains.

He really seemed to fit in the classroom. He liked going to school even more than before and was proud of his class. He also is more confident in handling social situations with his peers.

As far as Jason's educational programming goes, I am pleased with the change to more paper oriented and academic objectives. I see this as also fitting in with the mainstream setting.

The regular education teacher and kids seemed to really accept Jason and I think this helped in making us feel we were part of the classroom/school instead of just being a separate entity in the school.

I am very happy with having Jason in the regular education classroom and I am sure Jason is too.

Sincerely,

Deborah L. Lee

July 9, 1990

To Whom It May Concern:

This year my son, Nicholas Jones, was fully mainstreamed into a third grade classroom as a result of a grant at his school (Pike Lake in the Mounds View School District #621).

It is only fair to say that initially I was very skeptical of having my severely impaired child in the mainstream for the full day. I gave my permission so long as I retained the right for him to return to a self-contained classroom if I deemed that to be in his best interest.

Now, one school year later, I have become so sold on the idea of mainstreaming even of the severely impaired, that I will use every means available to me to ensure that this experience is provided for Nicholas and for any other handicapped child whose parents/guardians also want to have their child have this educational opportunity.

Having Nicholas in the mainstream has made him more attentive. I truly believe now that he was bored in his prior classroom setting. He is more responsive to others around him and there is less delay time between a command and his response. He is really motivated by children his own age, and I was both surprised and moved that the other children really care about him.

This past year has been one where Nick has made marked gains. I believe that the reasons for this are several. First, as I mentioned, the stimulation of the other children and the normal classroom environment. Second, he has had a phenomenal, energetic, creative and caring staff in terms of his special education teacher, Mrs. Patty Hall; his aid, Randi Griffin; and his third grade teacher, Mrs. Penny Prior. In addition, he has had excellent specialists. Two that stand out are his PT, Joan Purrington and the Music Therapist, Sharon Booth. These people have worked diligently to adapt the activities of the classroom to meet Nick's needs. I was truly impressed at the parallel activities which were devised for Nicholas. For instance, on one day that I visited class, the students were sequencing sentences in a paragraph. Nick was sequencing pictures by eye pointing. His classroom teacher showed incredible flexibility from changing the way the seats in the class were arranged to make the wheelchair included to changing the whole class activity in some way so that it was easier to include Nick and still let the normal third graders complete the acquisition of the lesson's objectives.

In summary, it is easy to see from the letter that I believe this has been extremely positive for Nicholas and for the other third graders. Furthermore, I'm happy to say that the fears I had initially were unfounded. All in all, I am extremely pleased that Nicholas Jones was able to be part of this grant and hope that this high quality, integrated educational experience will continue for him and will be offered to others in the future.

Sincerely,

Julie Miller Jones
Parent

TO TERESA DUPRE

I WOULD LIKE TO TAKE THIS OPPORTUNITY TO THANK YOU AND YOUR COWORKERS FOR INITIATING THE CURRENT PROGRAM THAT OUR DAUGHTER, AMANDA THOMPSON, HAS BEEN IN AT THE 916/LAKE ELMO SIGHT.

THIS WAS THE FIRST YEAR THAT AMANDA HAS BEEN MAINSTREAMED FOR THE GREATEST SHARE OF THE DAY WITH HER PEERS, AFTER ATTENDING SOME TYPE OF SCHOOLING SINCE SHE WAS 2 YEARS OLD. WE BELIEVE THAT THIS WAS ONE OF THE BEST OPPORTUNITIES THAT MANDY HAS EXPERIENCED. SHE HAS LEARNED SO MUCH THIS PAST SCHOOL YEAR. THINGS THAT MANY PARENTS WOULD TAKE FOR GRANTED. JUST BEING AROUND HER PEERS ON A DAILY BASIS AND BEING INVOLVED WITH ALL OF THE ROUTINES THAT ARE PRACTICED HAVE BROUGHT FORTH A NOTICABLE DIFFERENCE WITH HER. HER ATTENTION SPAN HAS INCREASED. SHE HAS LEARNED THAT YOU MUST TAKE TURNS AND YOU CANNOT ALWAYS DO WHAT YOU WOULD LIKE TO WHENEVER YOU WOULD LIKE TO. SHE HAS BECOME MUCH MORE INDEPENDENT THAN WE THOUGHT SHE WAS CAPABLE OF. EVEN THOUGH SHE COULD NOT DO THE SAME TYPE OF WORK THE OTHER CHILDREN WERE DOING MANY OF THE TIMES-YOU HAD APPROPRIATE THINGS FOR HER TO DO THAT BROADENED HER EXPECTATIONS FOR HERSELF AND ALSO OURS. WE HAVE BEEN SO HAPPY TO SEE THAT SHE IS NOW COPYING WHAT OTHER CHILDREN DO MANY TIMES. FOR SO LONG SHE WOULD ONLY REACT WITH AN ADULT, AS THAT IS ALL SHE REALLY HAD MUCH INTEREACTION WITH. EVEN THOUGH HER "TALK" DOESN'T MAKE A LOT OF SENSE TO US MANY TIMES SHE HAS BECOME MUCH MORE VERBAL THIS PAST YEAR. WE FEEL THAT THIS HAS INCREASED SINCE SHE HAS BEEN AROUND SPEAKING CHILDREN ON A DAILY BASIS AND NOT JUST IN A CLASSROOM WITH 5 OR 6 OTHER CHILDREN EXPERIENCING MANY OF THE SAME LIMITATIONS THAT SHE IS.

MANDY HAS ALWAYS BEEN A VERY SOCIABLE AND LOVABLE CHILD TO MOST EVERYONE THAT SHE HAS COME IN CONTACT WITH; BUT SHE HAS BLOSSOMED INTO A INDEPENDENT LITTLE LADY THIS PAST YEAR AND WE FEEL THAT THE TYPE OF SETTING IN WHICH SHE IS BEING TAUGHT HAS MUCH TO DO WITH IT.

WE ARE VERY PLEASED. PLEASE KEEP UP THE GOOD WORK!!!!!

Vern and Dardi Thompson

LETTERS TO THE EDITOR

Mainstreaming is effective

To the Editor:

During American Education Week, as a parent of a mentally handicapped child, I felt compelled to write anote that might reach the many people who help my daughter each and every day.

My child is one of the children who have been mainstreamed to a "regular" second-grade setting this year at the Lake Elmo Elementary School. I cannot begin to tell all of the important strides we have seen her make since this transition, not only noticeable to our family, but others who are not in touch on a daily basis.

The Lake Elmo staff has been wonderful and so eager to assist with the learning process. Teachers from the 916 area work so hard for each and every child to help them to try, to do and to accomplish to the best of their ability. And last, but certainly not least, the students of Lake Elmo School help daily by being great role models and very caring individuals to the "special" kids. It is not a one-way process, though; they are all learning from our kids, too. They have much to offer.

I would like to say thanks to all of you who help my child along the way each day as you contribute to a very important part of her life - learning to live in the world that surrounds her.

I only hope that the mainstreaming process will continue to grow in the years to come, that all children will have the chance to attend school with their peers, continue to learn from them, with them and continue to show that we can all learn many valuable things from each other.

Thank you.

Sandi Thompson
Bayport

Philippine woman seeks your help

To the Editor:

I know you will be surprised to receive a letter from an invalid leper from this isolated island of unfortunate people. But praying for your kindness and understanding, I took the courage to write to request you to please print in your newspaper an article about my desperate plea for

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APPENDIX A

Charts

CHART 1

Date	What Reg. Ed. is Doing	What Sp. Ed. Student is Doing	Activity Lasted for __ Minutes	Time of full or partial participation	Separate activity & length of separate activity	C	mmen

CHART 3

DID REGULAR EDUCATION STUDENTS INTERACT WITH _____

DATE	TIME OF DAY	YES	NO	TYPE OF INTERACTION	SP. ED. RESPONSE	COMMENTS

CHART 4

DID REGULAR EDUCATION TEACHER INTERACT WITH _____

DATE	TIME OF DAY	YES	NO	TYPE OF INTERACTION	SP. ED. RESPONSE	COMMENTS

APPENDIX B

Classroom Modifications

Chart #5

SUGGESTED CLASSROOM MODIFICATIONS

INSTRUCTIONAL MODIFICATIONS

-pictorial reports
-oral presentations with partners
-modification of worksheets
-typewriter
-use of printer and computer
-adaptive switches to activate games and a.v. equipment
-small group instruction
-learning stations
-use of games
-open ended activities
-process vs. product projects
-use of manipulatives
-peer reading
-use of peers to implement objectives
-use of individual instruction for all students
_hands on activities
-community activities
-teaching of sign language or alternative communication system

SUGGESTED ENVIRONMENTAL MODIFICATION

-open spaces on the floor
-room for equipment (including storage)
-wheelchair access throughout school
-expand environments to include surrounding community
-use of building environments outside of classroom
-desk clusters as. rows
-leisure area in classroom
-listening corner in classroom
-consider work areas other than desk tops

APPENDIX C

Parent Permission Slips

Chart 6

STILLWATER AREA SCHOOLS

Effective Learning Through Excellence in Education

1875 SOUTH GREELEY STREET
STILLWATER, MINNESOTA 55082
439-5160 • V-TDD

October 16, 1989

Dear Parents,

Through a grant from the Minnesota Department of Education, Lake Elmo Elementary and NMTI 916, have the opportunity to offer a full time mainstreaming program to eight special education students. The special education students are receiving their education in four of our classrooms at Lake Elmo. A full time program assistant is in your child's classroom to make adaptations, assist the special needs students, provide help for all students in the classroom, and to provide an extra hand to your child's teacher.

Through field trips, we would like to provide opportunites for the special education students to improve their community awareness, mobility and independence while also having the opportunity to interact with their nonhandicapped peers. Objectives will be set for special education students during these unique learning opportunites, as well as objectives for the regular education students.

The field trips will take place approximately one time a week for the remainder of the school year. A program assistant or teacher and four children will be going. The two regular education students will be selected by the teacher. Each child will have the opportunity to go on one of these trips about two times during the school year. If you choose to allow your child to participate, you will be notified in writing the day previous to the trip. A list of the objectives that your child worked on will be sent the day after the trip. The children will be walking, riding the city bus, or driven in staff cars. You will also be notified of the mode of transportation when it becomes your child's turn. In order for your child to participate in these upcoming activities, please sign the attached permission slip and return it to school with your child.

We have spoken to Mr. Rhodenbaugh regarding making a presentation at a future Parent Advisory Meeting to discuss the grant in further detail.

An Equal Opportunity Employer

JOHN SYBRANT, *Principal*
Afton-Lakeland Elementary School
475 St. Croix Trail South
Lakeland, Minnesota 55043

DAVID GRAHAM, *Principal*
Bayport Elementary School
Bayport, Minnesota 55003

WILLIAM RHODENBAUGH, *Principal*
Lake Elmo Elementary School
Lake Elmo, Minnesota 55042

MARY JO WEINGARTEN, *Ass't. Supt.*
Central Services Bldg.
1875 So. Greeley Street
Stillwater, Minnesota 55082

ALLEN POSTHUMUS, *Principal*
Lily Lake Elementary School
2003 West Willard
Stillwater, Minnesota 55082

RUTH RANUM, *Principal*
Marine Elementary School
550 Pine Street
Marine On St. Croix, Minnesota 55047

BURNELL ANDERSON, *Principal*
Oak Park Elementary School
6355 Osman Avenue North
Stillwater, Minnesota 55082

JOHN JOHNSON, *Principal*
Stonebridge Elementary School
900 North Owens Street
Stillwater, Minnesota 55082

RUTH RANUM, *Principal*
Withrow Elementary School
10158 North 122nd Street
Hugo, Minnesota 55038

We hope that all of the children will be able to participate in the learning opportunites that we have planned. Again, if you have any questions or would like further information, please feel free to call.

Sincerely,

Maggie Syfko
Jane Briggs
Julie Johnson
Jeanne Carlson
Teresa Dupre

_____has my permission to go on field trips with the special needs students in their classroom and one of their other classmates. I understand that I will be notified of the specific date that they will be going, where they will be going, and how they will get there.

_____
PARENT

_____
DATE

Chart 7

Sample Parent Permission Form

September 25, 1989

Dear Parents/guardians,

This year Mrs. Moulton's and Ms Prior's 3rd grade classes are participating in a State Department of Education sponsored "Effectiveness Grant". We will be integrating students with severe disabilities into the 3rd grade classroom as much as possible. We will be cooperatively planning and adapting the 3rd grade curriculum and will be adding special enrichment activities for all the students. Mrs. Barth and Mrs. Burque, program assistants employed by Northeast Metropolitan Intermediate School District #916, will be working in the 3rd grade classrooms. Mrs. Hall, a special education teacher, will also move between the rooms.

On a voluntary and rotating basis students will be involved in activities such as bowling, field trips, lunch at McDonalds, purchasing activities, lunch preparation, and more.

To facilitate the involvement of your child in these activities we are asking for permission to take your child on field trips to nearby community locations throughout the 1989-90 school year. Weather permitting, we will be walking, otherwise we will travel in a staff vehicle. Please sign and return the below permission slip.

My child _____ has my permission to participate in community field trips for the 1989-90 school year. These activities will all take place within 3 miles of Pike Lake School and will be staff supervised.

BEST COPY AVAILABLE

Chart 8
Sample Parent Permission Form

FIELD TRIP PERMISSION FORM

MS PRIOR'S AND MRS. MOULTON'S CLASSES HAVE BEEN INVITED TO PARTICIPATE IN AN ACTIVITY DAY WITH OUR 916 CLASSMATES AT THE RANCH OF MRS. BURQUE. WE WILL LEAVE SCHOOL AT 9:00 A.M. AND RETURN AROUND 2:15 P.M. WE WILL PLAN TO EAT LUNCH THERE. SEVERAL FUN ACTIVITIES HAVE BEEN PLANNED THAT WILL ALLOW OUR CLASSES TO CELEBRATE THE CULMINATION OF A WONDERFUL AND PRODUCTIVE YEAR OF INTEGRATION OF 916 AND 621 STUDENTS.

PLEASE SEND _____ TO COVER THE COST OF BUSES AND FOOD.

_____HAS MY PERMISSION TO ATTEND THE ACTIVITY DAY AT MRS. BURQUE'S RANCH.

APPENDIX D

Letters of Response

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101

(612) 297-4679

TO: MEEP Leadership Conference Presenters

FROM: Mary Lillesve, Supervisor MK
Staff Development and Instructional Implementation

DATE: May 24, 1990

RE: Minnesota Educational Effectiveness Leadership Conference

On behalf of the all of the Minnesota Educational Effectiveness Program staff involved in planning the annual Leadership Conference, I would like to thank you for your contribution to the success of the conference. Formal and informal feedback indicates that the conference met the needs of participants as they provide leadership in their schools .

Your presentation offered a unique and reality-based view of sound practices that I'm sure will be analyzed and incorporated into improvement plans in participating schools. A copy of the general evaluation for both conferences you presented at is enclosed. Also enclosed are the comments which referred specifically to your presentation.

Thank you for sharing your expertise and experience with us.

Enclosure

AN EQUAL OPPORTUNITY EMPLOYER

NORTHEAST
METROPOLITAN
INTERMEDIATE
SCHOOL DISTRICT 916

Learning for the future . . .

January 22, 1990

Patty Hall

Dear Patty:

Since our Inservice, many people have stopped me in the hall, called, and written brief notes to say how much they liked our speakers. Your presentation on our Integration Activities was excellent, and part of the reason for our successful day.

Thank you very much for contributing tc our staff development program and sharing your expertise with our staif.

Sincerely,

Lea Johnstone

Lea Johnstone

LJ:ajs

AN EQUAL OPPORTUNITY EMPLOYER

3300 CENTURY AVENUE NORTH, WHITE BEAR LAKE, MINNESOTA 55110-1894 • (612) 770-2351 • FAX (612) 779-5810

Chart 11

Dear Patti,

I hope you receive this in time before you are off on a much deserved summer break! I can't tell you how much we appreciate all the time you took to show us your school and your integration program. I really look up to you and your staff and have the vision that, we too, could make a difference. I am impressed with your professionalism, and your knowledge and your way of relating to your coworkers! Please pass on a <u>big</u> thank you to all of the teachers that we were able to speak to and observe. It goes above and beyond (and your aides for sharing your attention).

I hope to visit with you again sometime.

Thank you.

Lori Bird

BEMIDJI AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 31
201 FIFTEENTH STREET N.W.
BEMIDJI, MINNESOTA 56601
(218) 751-2160

Dr. P. A. BAIN, Superintendent

J. ABBOTT
Director of
Personnel Services

D. BUCHER
Director of
Instructional Services

G. WELTE
Director of
Business Services

April 12, 1989

Patty Hall
Pike Lake Elementary School
2959 Hamline Ave No
St. Paul, MN 55113

Dear Patty:

Thank you so much for spending so much time and extending so much effort in making two visits by many staff members from Bemidji Area Schools very successful.

If you are ever looking for a position in northern Minnesota, please contact me. We have excellent hockey programs in this area and are always looking for excellent teachers.

Sincerely,

Jon Huttemier
Director of Special and
Compensatory Education

cp
cc: Dr. Toni Johns, Special Education Director

OWATONNA PUBLIC SCHOOLS
JEFFERSON BLDG., 515 W. BRIDGE STREET
OWATONNA, MINNESOTA 55060

SPECIAL SERVICES DEPARTMENT
PAUL D. MOLSTRE, DIRECTOR

PHONE: 451-9513

October 2, 1989

Mrs. Patty Hall
Pike Lake Elementary School
Mounds View Public Schools
2959 Hamline Ave. North
St. Paul, Minnesota 55113

Dear Patty and Teresa,

I had an opportunity to talk to Dr. Toni Johns last week and told her about the terrific job you two did at our fall workshop session on integration. I also wanted to send a follow-up letter of thanks for the time and effort you gave to your presentation in Owatonna. Considering your commitment to your district's fall schedule, you both made quite a sacrifice in coming to Owatonna.

The comments regarding your presentation were all very positive and varied. Some said you were of such quality that you should have been the inspirational speaker that we typically get for the district-wide session. Others remarked at the great ideas, positive experiences, and helpful approaches on the subject of integration. One of the more interesting comments was made by a person who said, "I don't believe that integration is a good idea but those two sure did a terrific job of selling the concept."

I wish I could tell you that our efforts in implementing an integration program are going great, but reality is that it takes a great deal of effort and the new challenges just keep coming. Lori and Janeen are doing a fine job and we're making real progress. There's so much to learn and too few answers. If we can keep making progress and maintain support for our staff, we'll make it work!

Again, thanks for getting us off to a great start this fall.

Sincerely,

Paul Molstre

Paul Molstre
Director of Special Services

PM/aj

P.S. Patty, please see that Teresa sees this letter also.

CHART 14

SOUTH ST. PAUL PUBLIC SCHOOL
Special School District No. 6
700 N. Second Street
South St. Paul, MN 55075
(612)457-9466

February 5, 1990

Patty Hall
Pike Lake Elementary School
2101 N.W. 14th Street
New Brighton, MN 55112

Dear Patty:

On behalf of the staff from South St. Paul Schools, I want to express our appreciation to you and the other teachers for making our visit so informative. You certainly are an enthusiastic ambassador for integration.

My job with the regular education teachers will be so much easier now that they have had a chance to observe how well Pike Lake School has made integration a positive experience for all students. The unknown can be such a roadblock until new experiences change our perceptions.

Please convey our thanks to Nancy, Penny and Tom for sharing their time so willingly with us.

Sincerely,

Gary L. Alberg
Director of Special Services

P.S. Tell Tom that I passed on his greetings to Dave Metzen along with his final comment. Dave loved it!

SPECIAL SERVICES DEPARTMENT, I.S.D. #834
DON J. LOE, DIRECTOR

MEMORANDUM

TO: Jane Briggs
Teresa Dupre
Bill Rhodenbaugh

FROM: Don J. Loe

DATE: November 6, 1989

RE: Wilder Workshop Presentation

Jane, you did an excellent job representing "typical" teachers as you talked with us about "full inclusion". You came across as a "real pro" expressing concern for the needs of all children you serve. As you so ably indicated it takes teamwork and support. Thanks for being a good team member!

Teresa, what a super leadership style you represented at today's Wilder Workshop. You are credible in an incredibly straight-forward manner. Without question, you represent the best of special education staff. Thank you for sharing your project with us today; and good luck in all of your endeavors.

Bill, your message to all those present was a clear, positive, administrative endorsement for a community school willing to serve some very difficult students. As usual, you have approached the mainstreaming issue as an opportunity, not as a problem. I do appreciate your approach to serving handicapped students, and the manner you explained that to those present at this morning's meeting.

Thanks to all of you for taking your time.

DJL/pfp

cc: Mary Jo Weingarten
David Haines

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...Gilbertson

...n Education Week and Na-
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...y with students this week.

...cation Association meeting

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...esigned Withrow Wildcatt

...rst graders as they use their
...n the shapes of letters and

...ill be presenting a series of
...ts and teachers will be in-

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...Math" program, which is
...s and girls.

...re starters" using pinecones,

...r theme at Withrow School
...Reuse, Recycle and Return."
...o our *Healthy World* receptа-

...er, french fries, cole slaw,

...tato rounds, vegetable sticks,

834 Special ed staff meet

"Full inclusion" is the term Teresa Dupre prefers to "mainstreaming." Dupre, lead instructor for the 916 program at Lake Elmo School for children with special needs, was one of several speakers at a workshop conducted for District 834 special education staff Nov. 6 at Wilder Forest.

A grant from the State Department of Education is funding a "full inclusion" program this year at Lake Elmo in which eight special needs students spend their school day in regular classrooms. The program involves two special needs students in each of grades 1, 2, 3 and 4. The grant pays for a full-time program assistant in each participating classroom.

Jane Briggs, one of four participating classroom teachers noted that having help in the classroom and time for coordinating and planning are essential to the success of the program. Important aspects of integration are establishing common expectations and discipline appropriate for both "regular" and special needs kids, Briggs said. She believes that all the kids have benefitted from being together.

Dupre, too, believes "the children have benefitted greatly. Basically, it's having a belief in all kids," she concluded.

Other topics addressed at the workshop were: "Outcome-Based Education and How It Relates to Special Education," presented by Wayne Erickson, assistant manager, Department of Education; "Complete Integration of Children With Disabilities Into the Mainstream," presented by Ron Watkins, coordinator of special education, St. Cloud; "A curriculum-Based Pilot Program in District 834," presented by Kim Brockman and Chris Balow, District 834 school psychologists; and "The Direction of Regular and Special Education in District 834," presented by District 834 Superintendent of Schools David Wettergren.

Stillwater H... complished ... SHS Orchest...

CARRIE SPOT

ERIC WHITE

Eric has been delivering his route for 3 years. He is in the 8th grade and attends school at Stillwater Junior High. Some of his hobbies are downhill skiing, soccer, baseball card collecting, and coin collecting. When asked what he likes about being a Gazette carrier he replied: the extra spending money, the job experience and meeting new people. Eric has done a very fine job for us and we are proud to enter his name in the carrier in the spotlight.

WE AT THE GAZETTE ...

You as a carrier are the very heart of our ... for the job you perform is without end. ... departments of the newspaper, would like

STILLWATER AREA SCHOOLS

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65

James G. Ledbetter, Ph.D./Commissioner
Allan G. Marchetti, Ph.D.
BERNARD RAVAGNER, Ph.D.,
Superintendent

GEORGIA DEPARTMENT OF HUMAN RESOURCES

LIBRARY
GEORGIA RETARDATION CENTER

4770 N. Peachtree Rd., Atlanta, Georgia 30338-5899/404 [illegible]
551-7076

May 21, 1990

Ms. Teresa Dupre
Lake Elmo Elementary School
Lake Elmo, Minn. 55042

Dear Ms. Dupre:

The following publication has been called to our attention:

Report: TOGETHER, A Look at the Effectiveness of Team Teaching to Meet the Needs of Students with Severe to profound Disabilities in the Regular Environment.
Available: June 1990

Can you furnish us with ordering information and price?

Please address all correspondence to:

Professional Library
Georgia Retardation Center
4770 North Peachtree Road
Atlanta, Georgia 30338

Thank you!

Sincerely,

Jane F. Clark

jfc

Jane F. Clark
Librarian

DEPARTMENT OF INFORMATION SERVICES
THE COUNCIL FOR EXCEPTIONAL CHILDREN

THE ERIC CLEARINGHOUSE ON
HANDICAPPED AND GIFTED CHILDREN

June 6, 1990

Ms. Teresa Dupre
Lake Elmo Elementary School
District 834
Stillwater, MN 55082

The ERIC Clearinghouse on Handicapped and Gifted Children and the Department of Information Services of The Council for Exceptional Children would like to consider the following documents for inclusion into our collection of literature concerning the education of handicapped and gifted children and youth.

Together: A Look at the Effectiveness of Team Teaching to Meet the Needs of Students with Severe to Profound Disabilities in the Regular Education Environment. Final Report. Evaluation Data.

Each document will be considered carefully for:

RESOURCES IN EDUCATION (RIE), the monthly abstract journal prepared by the Educational Resources Information Center (ERIC), published by the Office of Educational Research and Improvement; and

EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER), the quarterly abstract journal published by The Council for Exceptional Children.

Abstracts appearing in RIE also will appear in ECER, although abstracts of many documents, such as copyrighted books from publishing companies, will appear in ECER only.

Please examine the following guidelines for documents to be considered for ERIC:

1. Two copies of each document should be sent; one of reproduction quality (dark, clear print)

2. A reproduction release form should be completed and returned with document where required.

THE COUNCIL FOR EXCEPTIONAL CHILDREN OPERATES THE ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN UNDER A CONTRACT WITH THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT, U.S. DEPARTMENT OF EDUCATION

1920 Association Drive, Reston, Virginia 22091 • (703) 620-3660

Documents accepted for entry into ERIC will be made available in microfiche at over 700 ERIC collections in libraries and resource centers, and also in paper copy for users, on request. Two copies of the printed abstract will be sent to you when it appears in print, and a complimentary microfiche for those documents entered into ERIC.

We would also appreciate receiving any copies of other publications you have recently produced which are in our scope of interest. Thank you for considering this request.

Sincerely,

Janet Drill

Janet Drill
Acquisitions Coordinator

JD/mj